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ABSTRACT

Data was obtained from 52 principals and teachers in 46 small rural high schools in Alaska to determine ways in which the University of Alaska could improve its teacher education program and its services to teachers. Most of the respondents had not received their training at the University of Alaska. Three out of four respondents expressed satisfaction with their program and felt well prepared for teaching Indian and Eskimo youth in rural villages. Recommendations made for the university's teacher training program were for a more generalized background in elementary and secondary coursework and higher standards in selecting the type of person who will teach in rural schools. Areas in the preservice program that were cited in the recommendations include: methods courses, cultural study, orientation to rural teaching, a generalist program, academic and vocational educational background, special education courses, and student teaching in rural areas. Recommendations on ways the university could aid current teachers included provision of correspondence courses, resource materials and people, inservice workshops, summer programs, newsletters, onsite extension courses, a generalist program, and university staff to help in the village schools. The three recommendations made by respondents across all age groups and years of experience were that: (1) Secondary teachers should be trained like elementary teachers; (2) Teacher education should be more generalist; and (3) Prospective rural teachers should be carefully screened for personality traits that are important in adapting to village life and culture. (Author/JD)

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RECOMMENDATIONS FROM TEACHERS IN SMALL RURAL HIGH SCHOOLS FOR MODIFICATION OF THE TEACHER TRAINING PROGRAM OF THE UNIVERSITY OF ALASKA: A SURVEY

INVESTIGATIVE REPORT

Presented to the Faculty of the
University of Alaska in partial fulfillment
of the Requirements
for the Degree of

MASTER OF EDUCATION

By

Dorothy H. Mayne, B.Ed.

Anchorage, Alaska

August 1980

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Abstract

A questionnaire was designed and sent to principals and teachers in rural high schools which had five or less teachers in an attempt to determine the university's role in the preparation and training of teachers for assignments in small rural high schools in Alaska and to discover ways in which the university could improve its services to those who are teaching. The opinions and recommendations of teachers were elicited to determine changes or modifications that may need to be made in the teacher preparatory program.

Three of the four respondents who received their teacher training at the University of Alaska expressed satisfaction with their program and felt well prepared for teaching in a rural high school. Two of these three responderts majored in elementary education.

Recommendations made for the University's teacher training program were for a more generalized background in elementary and secondary coursework and being more selective in the type of person who is chosen to teach in rural schools. Recommendations for improvement of services to those now teaching consisted of making coursework more extensive and available to rural teachers.

Acknowledgements

I would like to thank the administrators and teachers in the small rural high schools throughout Alaska who voluntarily gave of their time and opinions to make this study possible. I also wish to thank Dr. James Hotchkiss, University of Alaska, Anchorage, for his aid and support during the development of this project.

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Chapter I

Justification and Purpose

Many teachers who are assigned positions in rural schools in Alaska are unfamiliar with the native culture, climate and way of life. They accept positions and oftentimes are not informed by those hiring them, on living conditions, problems of the district or village in which they will teach, or expectations of the native population for the education of their children. Cultural differences and values are difficult for some teachers to accept, particularly when they have not been educated about these differences or have not had experience with them. Frustration with the lack of success in the conventional way of teaching coupled with assignments in subject areas in which they have not been trained often places an added stress on the teacher and causes a large turnover of teachers in rural areas. When teachers feel more competent to deal with situations that arise, whether they are educational, social, personal, or other, there is less likelihood of job dissatisfaction leading to a high turnover rate.

The purpose of this study was to identify strengths and weaknesses of the university teacher training programs of the respondents and to discover whether or not these programs are in need of modification.

Finally, a major purpose of this study was to elicit recommendations for modification or improvements in the teacher training program at the University of Alaska. Areas in which the respondents felt improvement was needed in order to better prepare teachers for the difficulties they encounter in rural teaching were identified.

Chapter II

Review of the Literature

Although literature concerning the University of Alaska's role in preparing teachers for positions in rural Alaskan high schools is not abundant, the strengths and weaknesses of training programs have been reported, indicating that programs could be modified to provide teachers with successful experiences.

Edington (1973) stated that teacher education problems in the development of educational programs in isolated rural areas were caused primarily by lack of adequate resources, lack of the number of students necessary to conduct a quality program and insufficient skills and expertise on the part of those involved in program planning. He concluded that adequate pre-service and in-service programs for rural teachers were needed.

Teachers preparing for rural areas are educated in urban courses or unrelated education courses (Gartner, 1972) and subsequently these conventionally trained teachers are sent to rural schools where they are unprepared for cultural differences and teach courses in the conventional urban way (Abbott, 1979). Without adequate preparation and support, teachers become frustrated with the lack of success and leave, causing a high teacher turnover rate that disrupts program continuity (Barnhardt and Van Ness, 1979).

The average teacher turnover in Bush Alaska is two years, and paired with the reality that native teachers constitute less than four percent of the teachers in rural schools, has an effect on the quality of education available to students in rural Alaska (Dittman, 1980). Alter (1978) stated that high teacher turnover is caused by new teachers from outside Alaska who are not advised about conditions or expectations of the village in which they will teach. Also, they do not have a relevant in-service about the district, its people, students, procedures or teaching situation.

The most frequently cited hardship was the lack of dental and medical care. Another reason for turnover was inadequate housing. Some teachers like Bush lifestyle, but others want housing available. The lack of private homesites was mentioned as a deterrent to longer tenure (Dittman, 1980). They are forced to rent with ever increasing rates because land has not been available for private owners and they could not build their own homes (Alter, 1978). Representative Thelma Buchholdt of the Alaska House of Representatives Health, Education and Social Services Committee stated that "Although the average teacher salary in Alaska is $24,150, when compared to other Alaskan salaries, this provides little incentive for the ATaskan college student, Native or non-Native to enter the teaching field." (Alaska Education News, 1980). Salaries are not increasing at the same rate as rural living costs so purchasing power is decreasing (Alter, 1978). Dittman (1980) stated that salaries do not go as far in the Bush as in Fairbanks or Anchorage, and the District should provide more benefits for teachers.

Another problem referred to by Ervasti (1980) was the lack of cooperation between far away district offices and frustrated teachers which impaired teaching effectiveness. Attention was also called by Alter (1978) to some school administrations which he claimed are unresponsive to teachers' needs.

In the area of staffing, some problems have been noted due to the lack of trained Alaskan administrators as well as sufficient secondary teachers who can teach a broad curriculum field in small schools (Hecht, 1978). It was noted in the Dittman Report (1980) that one teacher cannot adequately teach alone the amount of subjects required in small schools.

There is much time lost in learning things and finding out how to live in a village that could have been taught before the teachers arrived (Ervasti, 1980). Many teachers come from a vastly different background and have little or no experience in how the village functions. Villages have resources that can be used to expand the limited facilities of a small high school (Kleinfeld and Berry, 1978).

Possible solutions to the problems that have been presented are recommended. Gartner (1972) cites strengths of the Alaska Rural Teacher Training Corps as having been a cross-cultural curriculum and a community-based program with a combination of native and non-native teams working together.

Barnhardt (1979) recommended that certification endorsements for small high school teachers should be established by the State Department of Education. Receiving attention would be the three broad-

based teaching majors in social sciences, humanities and math and science that correspond to the three areas of study of human ecology, communication arts and environmental studies. Barnhardt (1979) stated that the small high school curriculum design is an alternative way to approach the work of organizing a high school program, and that decisions need to be made locally on approaches to utilize. Every school should offer a program that best fits the needs of the students in that school. As part of this curriculum design, Sample Curriculum Projects for Small Schools (1979) has been published by the University of Alaska, Fairbanks. This curriculum lists sample units adapted to rural Alaska.

In addition, certification procedures should require training in cross-cultural concerns and Alaskan studies. An internship should be initiated that requires satisfactory performance in teaching in a particular community setting in rural Alaska. Universities should help in developing curriculum and materials by utilizing local resources designed around Alaskan topics. (Barnhardt, 1979).

Beer (1978) recommended a curriculum relevant to student needs and involving the local people in school and community programs. Villages have resources that can be used as learning sites in addition to the school. This would satisfy needs of self-concept and group goals would be achieved by co-operative effort. (Kleinfeld and Berry, 1978). In this way, learning is relevant to what the student

sees as important in his life and he is taught through direct experience. Curriculum and experiences should be based on village life and then expanded to include the outside world. (Abbott, 1979).

Rural high schools should provide experiences for students involving people of different cultural backgrounds, opportunities to lead a productive life in their community, and learn about the outside world from experience to be able to find a niche for themselves as an adult that will be satisfying to them. Teachers need to be informed on contacts available to provide these services to the students. (Kleinfield and Berry, 1978).

Some recommendations resulting from the Dittman Research (1980) were that teachers destined for rural villages should be encouraged to take a six week summer orientation program at the University of Alaska, Fairbanks. Travel reinbursement and college credits could be given as incentives. Orientation should include information on village customs, political structure of the area, relationships between area villages and families, and state and federal programs. They need to know about food sources, ordering, clothing, hygiene, survival skills and the housing situation. Psychological factors should be presented by experienced teachers.

A group of graduate students who spent eight months in the villages concluded that "people, not more money and materials," must make the schools effective. The problems of small high schools will not be solved by experimenting with the list of courses to be taught. (Abbott, 1979). Mueller (1978) also alludes to the importance of the

teacher and community relations when he stated that the normal qualifications that a teacher is usually hired on are not at all the things that are necessary for teacher effectiveness in the communities. These qualities need to be identified. Goodwin (1978) also felt that if a teacher does not communicate well with the community in which he lives, then it is conceivable that he should not be there, regardless of other qualifications. A great deal more consideration should be given to the types of personalities hired by a school district. A mature, flexible and stable personality is required in a small rural environment where people work closely together. Other desirable traits would be honesty, self discipline, common sense, tolerance and psychological soundness. (Dittman, 1980).

Effective teachers of Indian and Eskimo students were those who created a warm personal relationship and at the same time demanded a high level of academic work. This demand was seen as personal concern for the student who in turn felt obligated to meet the academic standards set forth by the teacher. The quality of teaching that village students receive may be improved by teacher training programs that stress active demandingness on the part of the teacher so that high academic standards and not passive sympathy becomes the expression of concern for these students. Personal warmth may be difficult for some teachers to extend but they could be shown methods on ways to informalize their classroom and instruction to seem more personalized. Those in the position to hire teachers should be know-

ledgeable of the personal warmth and active demandingness that are traits of the effective village teacher. (Kleinfeld, 1972).

Barnhardt (1979) has made a number of suggestions to the University for the training of teachers who would be employed in rural schools. One of these suggestions was the establishment of a small high school curriculum resource center with units and materials on Alaskan topics including booklets and films to help teachers build a curriculum around the Alaskan environment.

Another recommendation made by Barnhardt was for preservice and inservice training to include programs related to the humanities, social sciences, and math and science including field experience and emphasizing the preparation of native teachers. Orientation programs stressing cross-cultural features and small schools, and summer institutes for teachers to prepare local curriculum were also suggested. The University could also provide workshops, training programs for extended learning, an administrator training program for the designing of more effective educational structures and student teaching in rural areas. Finally, Barnhardt suggested a program of research and working with native non-profit corporations to develop non-formal educational opportunities in the development of leadership.

Rural high schools need a special curricula but the problem cannot be solved overnight. The decision making will take time and require much coordination. Time must be granted as these high schools have only recently been placed under local control. (Josephson, 1979).

Review of the literature has indicated that there are some difficulties faced by rural teachers that improvement in the University's teacher training program could help to alleviate in the future. Some of the recommendations made for improvement in the training program were to include Alaska studies, cross-cultural studies and a broad background in subject matter. Other suggestions included internship in rural areas, methods courses in building a curriculum around the Alaskan environment and methods in the use of village resources in program planning.

Chapter III

Research Design

Review of the literature on the subject of bush schools has shown that teacher training and curriculum materials development are two of the problems identified. These problems are beyond the scope of individual districts to provide and ensure more effective teaching in rural schools the state should have this responsibility. Teacher turnover is high due to insufficient skills and expertise in programming planning, adapting materials for cultural differences, lack of training in cross-cultural concerns and Alaska studies, lack of dental and medical care, and inadequate housing and salary.

The University's role in training teachers may need to be modified to include the different conditions that are found in bush teaching. Preservice and inservice programs for rural teachers is necessary.

Because of the problems teachers are known to face in rural schools, questionnares were sent in May 1979, prior to the close of the school year, to one hundred forty-seven teachers and eighty-five principals or head teachers in the eighty-five rural high schools that had five or less high school teachers in the twenty-two school districts in Alaska. These districts encompass the entire state.

Questions were formulated from problems exposed by recent literature and from past experience in rural Alaska schools as to what was considered to be important issues. The questions were designed to touch on the issues involved and to stimulate interest and elicit answers from principals and teachers in the areas of concern. These particular questions were asked to seek information on ways in which the University of Alaska could improve its services to bush teachers and better prepare teachers who would be accepting bush assignments in academic and other areas.

The questions on course work were designed to discover the types of subjects and subject combinations taught and whether or not there was any uniformity among schools or districts. This would also evidence a need for training in a specific area or in unrelated areas.

Answers to questions on teacher assignment were solicited from the respondents for an indication on the feasibility of preparing narrowly in one subject or whether a general program would be more beneficial. It would also indicate if the teacher is hired for a subject or the subject fitted to the teacher's qualifications.

Answers to information sought also gave an indication of the number of Alaskan and out-of-state trained teachers, how effective they felt their teacher training program was for rural areas, and

features of the program that were most beneficial and least beneficial to them in rural teaching. This provided information on the type of program or subjects that would be helpful to those in teacher training programs. Comparison was made between the training of those who felt well prepared and those who felt less well prepared for bush teaching, and the skills both had acquired. In this way, skills deemed necessary for successful rural teaching were identified.

The questionnaires provided an opportunity for teachers to suggest the services they would like the University of Alaska to initiate in the field of Special Education to regular classroom teachers. Attitudes toward Special Education were assessed from answers given to the questions in this area.

Information on problems encountered by rural teachers was acquired to gain an insight into the areas in which training may be necessary in the academic, social or cultural fields.

Respondents were asked the number of students in the high school. Answers provided information on whether or not courses offered were less in number in schools with fewer students. The information provided by teachers indicated the number of grade levels a bush teacher might expect to teach and class size.

Answers to questions concerning personal information were elicited to determine if age, years of experience or degree had any correlation with difficulties or lack of difficulties encountered, attitudes, success in rural teaching or an effect on answers to other questions.

Other comments made by teachers were included in this study as these give insights into concerns that were uppermost in their minds.

Finally, teachers were solicited for recommendations to ascertain the areas in which the University of Alaska could improve service to teachers and the coursework that would benefit those planning to teach in rural areas.

The statements received were analyzed for strengths and weaknesses in the teacher training program. Modifications or additions that educators felt could be made in the program to increase teacher effectiveness in small rural high schools were included.

Data was analyzed as to importance by the frequency of like responses that were applicable to the same conditions found in all areas. Analysis was made by comparing answers from the different age groups, years experience and uniformity of responses to similar questions.

Chapter IV

Results

Returns were received from thirty-two of the teachers (22%) who were sent questionnaires and twenty of the principals (23%) who were sent questionnaires. Persons in forty-six of the eighty-five schools (54%) supplied with questionnaires responded. Of the twenty-two school districts involved in the survey, eighteen (82%) were represented.

Although the number of replies that were received was 22% of the total number supplied questionnaires, the number of districts represented throughout Alaska provided a random sampling of the problems and concerns of rural educators throughout the state and the commonality of problems in all districts.

Questionnaires were returned from the following eighteen school districts having high schools wth five or less teachers.

Alaska Gateway
Aleutian Region
Bering Straits
Chugach
Iditarod
Lower Yukon
Mat-Su Borough
Ketchikan Gateway
Kuspuk
Kodiak Island Borough
Lake and Peninsula
Lower Kuskokwim
Southeast Island
Southwest Region

North Slope Borough
Northwest Arctic
Yukon Flats
Yukon-Koyukuk

Results are listed in the order of response to the questionnaire.

Table 1

Number of students that were in the high schools of the respondents

Total Number of Students in High School	Number of High Schools
4	2
5	2
6	3
7	5
9	2
10	1
11	1
12	1
13	2
15	1
16	4
22	3
23	3
24	2
25	3
27	2
28	1
30	3
35	2
37	1
38	1
40	3
45	1
60	2
No response	1

The 51 schools had a total of 1,087 students in high school classes, an average of 21.3 students per school. Twenty-four of these schools had 16 or less students in high school classes while 27 schools had 23 or more students in high school.

The number varied from 60 pupils each in two schools to four pupils each in two schools. Fifteen schools had from four to 10 pupils, nine schools had from 11-16 pupils, 14 schools had from 22-28 pupils, seven schools had between 30-38 students, four schools had from 40-45 students and two schools had 60 students each.

Table 2
Grade(s) respondents were teaching at the time the questionnaire was completed

Grades	Number of Responses
6 - 9	1
7 - 11	1
7 - 12	6
9, 10	2
8 - 10	3
K - 11	1
9, 12	1
9 - 11	4
10	1
9 - 12	22
10 - 12	2
8 - 12	1
12	1
two grades	2
no response	3

Of 48 teachers, two taught one grade level, five taught two grade levels, nine taught three grade levels, 23 taught four grade levels, two had five grade levels, six taught six grade levels while one taught 11 grades.

Forty (83%) of these teachers taught at the junior high and high school levels. Four (8%) taught high school grades only, one (2%) taught at the elementary and junior high levels. Two teachers (4%) taught two grades but gave no grade level.

On the average 48 teachers taught 3.8 grade levels.

Table 3

Number of subjects the respondents were teaching

Number of Subjects	Number of Responses
1	2
2	0
3	10
4	3
5	6
6	10
7	2
8	1
9	1
10	1
16	1
17	1
All	4
Special Education	1
Principal-no subjects	3
No response	6

The 38 teachers taught 218 subjects or an average of 5.7 subjects per teacher. Twenty-one of the 38 teachers taught five or less courses. Ten teachers taught six courses each and 10 taught three courses each. The majority, or 29 teachers, taught from three to six subject areas. Thirty-one of the 38 teachers taught six or less subjects.

Data from special education, non-teaching principals and those stated "all" are not included in this analysis.

There is some question as to the number of subjects taught in one semester. The number of subjects on the higher end of the scale may be the total number taught during the two semesters by one teacher or could have been the number of subjects taught by all teachers in that particular school for one semester or two semesters. The question could have been interpreted to mean the number of subjects being taught in the school rather than the number of subjects being taught by the respondent.

Table 4

Approximate student body composition of the schools in which the respondents were teaching

18 schools were predominantly Eskimo (88% to 100%)

11 schools were predominantly Indian (85% to 100%)

5 schools were predominantly Aleut (90% to 100%)

5 schools were predominantly White (65% to 100%)

3 schools were 50/50 Indian and White

1 school was 50% Eskimo, 40% Indian, 10% White

1 school was 55% Indian, 20% Eskimo, 25% White

1 school was 30% Indian, 10% White, 60% not stated.

The table shows the cultural makeup of the student body. Five schools were composed of predominantly white children. The remaining 40 schools were comprised of predominantly Eskimo or Indian children. No schools reported any black or hispanic children.

Twenty-three (51%) of the 45 schools were predominantly Eskimo, 12 (27%) were predominantly Indian and five (11%) were predominantly White.

Table 5

The respondents rural, urban and total number of years teaching experience

Teacher #	Years of Rural Experience	Years of Urban Experience	Total Years Experience
1	1	0	1
2	1	0	1
3	1	0	1
4	1	0	1
5	1	0	1
6	1	1/2	1-1/2
7	2	0	2
8	2	0	2
9	2	0	2
10	2	0	2
11	2	0	2
12	2	0	2
13	2	0	2
14	3	0	3
15	3	0	3
16	3	0	3
17	3	0	3
18	3	0	3
19	2	1	3
20	1	2	3
21	4	0	4
22	4	0	4
23	3	1	4
24	5	0	5
25	5	0	5
26	4	1	5

Table 5 (continued)
The respondents rural, urban and total number of years teaching experience

Teacher #	Years of Rural Experience	Years of Urban Experience	Total Years Experience
27	3	2	5
28	3	2	5
29	6	0	6
30	6	0	6
31	0	6	6
32	1	5-1/2	6-1/2
33	7	0	7
34	1	7	8
35	9	0	9
36	9	0	9
37	10	0	10
38	2	8	10
39	10	1	11
40	12	0	12
41	12	0	12
42	9	3	12
43	14	0	14
44			14
45	16	0	16
46	16	0	16
47	13	4	17
48	2	15	17
49	15	3	18
50	16	2	18
51	6	12	18
52			37

There was a total of 388 years experience of the 52 respondents. Of these 388 years of experience, 261 years were experience in rural areas and 76 years were urban experience with 51 years of total experience not divided by the respondents into either the rural or urban category.

The average urban experience for 50 teachers was 1.5 years while the average rural experience was 5.2 years.

Thirty-two of the 52 teachers had taught only in rural areas, one of the 52 teachers had taught only in urban areas and 17 had taught in both areas. Two respondents did not divide their total teaching experience into either category.

Table 6

The number of teachers compared with the number of years teaching experience at the time the questionnaire was completed

Number of Teachers	Years Teaching Experience of Respondents
6	1
7	2
7	3
3	4
5	5
4	6
1	7
1	8
2	9
2	10
1	11
3	12
2	14
2	16
2	17
3	18
1	37

Twenty-eight teachers had taught five years or less, 10 teachers had taught six-10 years while 14 had taught 11 years or more.

Table 7
Age of respondents and number of years teaching

Age of Respondents	Years Experience	Number of Responses
20-30	1	4
	1-1/2	1
	2	6
	3	5
	4	2
	5	2
	6-1/2	1
	9	1
30-40	1	1
	2	1
	3	2
	4	1
	5	2
	6	1
	7	1
	8	1
	10	2
	11	1
	12	3
40-50	6	2
	16	2
	17	2
	18	3
50+	9	1
	14	1
	37	1

No response - 2

Twenty-two of the 50 respondents were in the 20-30 year age group. There were 16 in the 30-40 age group and nine in the 40-50 age group. Three were 50 years or older.

The 20-30 age group had from one to nine years teaching experience for a total of 66 years for that group.

The 30-40 age group had from one to 12 years teaching experience for a total of 111 years.

The 40-50 age level taught from six to 18 years for a total of 132 years experience.

The 50 and over age group taught from nine to 37 years for a total of 60 years experience.

Table 8
Academic degree of respondent

Degree	Number of Reponses
Master's Degree	19
Bachelor's Degree	19
additional data supplied by respondents	
Two Master's Degrees	3
Bachelor's Degree + 36	1
Bachelor's Degree + 48	1
No response	9

Table 9
Age of respondents compared to degree obtained

Age	Bachelor's Degree	Master's Degree
20-30	11	8
30-40	7	8
40-50	2	5
50+	1	1

No response - 9

Twenty-two of the respondents had master's degrees and twenty-one had bachelor's degrees.

Of the responses received, there were 11 (58%) with bachelor's degrees and eight (42%) with master's degrees in the 20-30 age group. Seven (47%) respondents had bachelor's degrees and eight (53%) had master's degrees in the 30-40 age group. Two (29%) had a bachelor's degree and five (71%) a master's degree in the 40-50 age group. In the 50 year and older age group, one (50%) had a bachelor's degree and one (50%) had a master's degree.

Table 10
Academic subjects that were being taught at the time the questionnaire was completed

Subject	Number of Schools	Subject	Number of Schools
Math	40	Health	3
English	38	North Slope Science	2
World & American History	28	Psychology	2
Algebra	21	Yupik	2
Biology	20	Spanish	2
Science	19	Trigonometry	2
Physical Education	15	No Response	2
Social Studies	15	All required courses	2
Language Arts	10	Career Math	1
Alaska History	10	Speech	1
Geometry	7	Life Science	1
Geography	7	ANCSA	1
Earth Science	6	Upward Bound	1
American Government	4	Basic Skills	1
Literature	4	Library Science	1
Physical Science	4	Economics	1
Communications	4	Inupiat	1
Consumer Math	3	French	1
Alaska Native Land Claims	3	Oceanography	1
Civics	3	Fish & Birds of Alaska	1
Current Events	3		
Chemistry	3		
Physics	3		
Bi-Lingual	3		
Aviation	3		

Fifty schools answered this question. Two replied they had all the courses that were required. Forty-eight schools offered some form of English, social studies and math and all but three of these 48 offered science.

Math was mentioned 74 times, some form of social studies or history mentioned 73 times, English or literature 53 times, Alaska subjects 16 times and bi-lingual nine times.

The academic subjects taught in the largest number of schools were math, English, history, algebra, biology, science, physical education and social studies.

Table 11
Vocational courses that were offered in small rural high schools

Course	Number of Schools	Course	Number of Schools
Home Economics	27	Basic Welding	4
Shop/Woods	25	Career Education	4
Small Engine	14	Vo-Ag	3
Journalism	8	Co-op Education	3
Ken Cook	6	Basic Electricity	2
Carpentry	6	Photography	2
Industrial Arts	6	Native Arts & Graphics	2
Mechanical Drawing	6	Building Trades	1
Drafting	5	Sheet Metal	1
Aviation/Ground School	5	Electronics	1
		Horticulture	1
Home and Family Living	5	Consumer Education	1
		No course offered	3
Jewelry, Crafts, Ceramics	5		

Fifty-two schools responded to this question. Three schools (6%) offered no vocational courses. Forty-nine (94%) schools offered from one to eight vocational courses.

Of the 24 course headings in vocational coursework, most frequently mentioned were home economics, shop, small engine and journalism.

Home economics was offered by 55% of the schools. Shop/ woods was offered by 51% of the schools. Small engine was offered by 29% of the schools and journalism by 16%.

Ken Cook, carpentry, industrial arts and mechanical drawing were offered by 12% of the schools. Drafting, aviation, home and family living, and crafts were offered by 10%, welding and career education by 8%, vo-ag and co-op education by 6%, basic electricity, photography and Native arts by 4% and trades, sheet metal, electronics, horticulture and consumer education by 2% of the schools.

Table 12

Business courses that were offered in small rural high schools

Course	Number of Schools	Course	Number of Schools
Typing	45	Office Machines	2
Record Keeping	20	Shorthand	2
Business Math	7	Business Law	1
Office Practice	5	Business Lab	1
Business Education	5	Personal Finance	1
Clerking	3	Economics	1
		No response	2

Forty-six schools had from one to six business course offerings. Five respondents offered no business courses.

Of the twelve different course offerings in business, 98% of the schools included typing, 43% had record keeping and 15% included business math.

Table 13

Enrichment courses that were offered in small rural high schools

Course	Number of Schools	Course	Number of Schools
Art	17	Self-Evaluation	1
Crafts/Graphics	6	Drama	1
Photography	6	Macrame'	1
P.E./Health	5	Native Dancing	1
Skin Sewing	4	Indian Education	1
Yupik Culture	4	Band	1
Music	3	Weight Training	1
Inupiat, Bi-Lingual	3	Alcohol Education	1
French	3	Alaska Study	1
Special Education	3	Fencing	1
Survival	2	Gun Maintenance	1
On need or request	2	Vocational	1
Careers	2	Reading	1
Home Economics	2	Algebra	1
Mini-Courses	1	Physics	1
Stocks & Bonds	1	Extended Language Arts	1
Computer Program	1	Weight Training	1
Science Readings	1	No course offered	6
House Construction	1	No response	11
Guitar	1		

Thirty-six (68%) of the 53 schools offered from one to four enrichment courses. Six (11%) schools had no enrichment activities and 11 (21%) schools did not respond to the question.

Thirty-seven courses were offered among the 36 schools. Six courses were directly related to Alaska study and Native cultures. Art was offered in 17 schools.

Some of the enrichment courses mentioned were extensions of core subjects. These courses were included in the enrichment program of 21 schools.

There was no uniformity as to enrichment courses among schools other than art, crafts, photography and Alaska study.

Table 14

Subject combinations that a teacher may have been expected to teach in a small rural high school at the time the questionnaire was completed

School #	Subject Combinations
1	Science/Social Studies; P.E./Health; Reading/English/ Language Arts
2	Math/Science; English/Social Studies; Voc. Ed.; Sp. Ed.
3	Science/Math; English/Social Studies; P.E./Social Studies
4	English/Math
5	English/Social Studies; Math/Science
6	English/Social Studies/Home Economics; Math/Science/ P.E.
7	English/Reading; Science/Math; Social Studies/ Science/P.E.
8	Reading/Social Studies/P.E.; Science/Math/Home Economics
9	Math/Science/Health/P.E.; Social Studies/ English; Business Education/Home Economics; Shop/ Mechanical Drawing
10	English/Social Studies; Math/Science; Vocational Education/Social Studies; Vocational Education/ Business
11	Math/Science/P.E.; English/Literature/Language; Business/English
12	Social Studies/English; Math/Language Arts
13	English/Speech/Language; Math/Science; Health/P.E.
14	Science/Math; Language Arts; Shop
15	English/Social Studies; Science/Math; Voc. Ed./P.E.
16	Science/Voc. Ed.; Math/Social Studies

Table 14 (continued)

Subject combinations that a teacher may have been expected to teach in a small rural high school at the time the questionnaire was completed

School #	Subject Combinations
17	English/Math/Social Studies
18	Math/Science/P.E.; Social Studies/English/Art
19	Sp. Ed.; English/Social Studies; Math/Science; Voc./Business
20	Math/Science/P.E.; Typing/English/Home Ec.
21	Math/Science; English/History
22	English/P.E./Photography; Science/Math; Art/Music/Home Ec.; Social Studies/English
23	Math/Science; History/English; Voc./P.E.
24	English/Social Studies/Voc./Art; Math/Science/Voc./Music
25	English/Social Studies; Math/Science
26	Liberal Arts/Home Ec./Art; Math/Science/Business
27	Math/Science/P.E.; English/Reading/History
28-49	No specific combinations

No response - 2

Subject Combination	Number of Schools
Math/Science	13
Math/Science/P.E.	5
Math/Science/Business	1
Math/Science/Voc./Music	1
Math/Science/Health/P.E.	1

Table 14 (continued)
Subject combinations that a teacher may have been expected to teach in a small rural high school at the time the questionnaire was completed

Subject Combination	Number of Schools
Math/Science/Home Ec.	1
English/Social Studies	10
English/History	2
English/Social Studies/Voc./Art	1
English/History/Reading	1
English/Social Studies/Home Ec.	1
English/Social Studies/Math	1
English/Social Studies/Art	1
Voc./Business	2
Voc./P.E.	2
Voc./Social Studies	1
Voc./Science	1
Health/P.E.	2
Science/Social Studies	2
Reading/English	1
Reading/English/History	1
Reading/English/Language Arts	1
English/Language/Literature	1
English/Language/Speech	1
English/Math	1
English/Math/Social Studies	1

There were 48 replies to this question. There were no specific combinations of subjects in 21 of the schools. The reasons given were that any or all combinations of subjects may occur due to limited staff of a one or two-teacher school. Subjects were taught by choice or dependent on the skills and talents of the individual teacher.

The subject combinations of the remaining 27 schools that were most frequently cited were math/science and English/social studies. The math/science combination was taught in 13 schools and in nine schools math/science were combined with another subject. English/social studies or history combination was mentioned by respondents in 12 schools and this combination with another subject involved five schools. Reading and English related courses were combined in five schools.

Table 15

Comparison of the number of students in a small rural high school with the number of subjects that were taught

School #	Number of Students	Number of Subjects	School #	Number of Students	Number of Subjects
1	4	8	26	23	9
2	4	15	27	23	27
3	5	10	28	24	18
4	5	12	29	24	18
5	6	6	30	25	12
6	6	10	31	25	13
7	6	11	32	25	15
8	6	11	33	27	18
9	7	14	34	27	22
10	7	7	35	28	12
11	7	8	36	30	11
12	7	9	37	30	11
13	9	8	38	30	11
14	9	8	39	30	13
15	10	16	40	35	16
16	11	7	41	38	13
17	12	12	42	40	16
18	13	10	43	40	16
19	15	12	44	45	15
20	16	13	45	60	14
21	16	13	46	60	19
22	16	14	47	90	24
23	16	17			
24	22	7			
25	22	14			

Of the 47 schools listed, the greatest number of subjects taught was 27 in a school with 23 pupils. It is not known whether these courses were given during one semester or included two semesters. As a group, schools with seven-nine students enrolled in the high school area had the lowest number of subject offerings. In six cases, 10 or fewer students were offered an equal number or more courses than were offered in four schools with 30 students. Schools with fewer students had, on the whole, fewer subjects offered although the difference was not great except in seven cases.

Table 16

Methods employed in the assignment of teachers to subject areas

How Assigned	Number of Responses
According to academic background, certification, competency, interest, ability, qualifications, experience, discipline and degree (all or any in combination)	18
One teacher teaches all subjects	12
Mutual discussion, assignment needs	3
By guess, warm body, no planning	2
Recruitment for specific areas	2
Needs divided by experience of teachers	2
By district office	2
Divided as to what the teacher wants to teach	1
By principal	1
Courses offered as result of teacher interest and strengths	1
Students and community fill out needs assessment and teachers make schedule to fill needs	1
By grade	1
Teacher input and student desires	1
Teacher fitted into vacancy	1
Personal likes and dislikes	1

Table 16 (continued)
Methods employed in the assignment of teachers to subject areas

How Assigned	Number of Responses
Teach in their field and also 5 or 6 classes in which they have no background	1
Grade and curriculum demand	1
Teachers assigned to a school, not subjects	1
No answer	2

Of 52 teachers, 18 (34%) were assigned to subject matter according to academic background, 10 teachers (19%) were assigned where need existed or by experience, three teachers (5%) were assigned by the district office or the principal. In 10 cases (19%) assignment was by personal likes, dislikes or no planning involved. In 12 cases (23%) one teacher taught all subjects.

In instances where one teacher taught all subjects and where assignment was by likes and dislikes (totaling 42%) it was not indicated whether or not the teacher had either experience or training in the areas in which he/she taught.

Table 17

The most serious problems that were encountered for which the teachers felt unprepared

Problems	Number of Responses
Student disinterest	21
Language interference	6
Student behavior	5
Lack of consistent attendance	5
Apathy of students	4
Student motivation	4
Lifestyle (drugs, welfare)	3
Lack of communication between district office and school - lack of concern to respond to problem situations	3
Conflicting values	2
Poor continuity in programming	2
Racism	1
Alcohol	1
Truancy	1
Low expectations	1
Negative self-image	1
Village social problems	1
Poor academic background	1
Lack of support from home	1
Lack of parental interest in students that age	1
Parents traditional - don't like innovations	1
Village expectations of school and teachers	1
Village not prepared to provide students with recreational outlets	1
No guidance in curriculum	1
Inadequate planning time for many classes	1
Not enough offerings to meet requirements	1

Table 17 (continued)

The most serious problems that were encountered for which the teachers felt unprepared

Problems	Number of Responses
Need of greater enrollment to offer better program	1
Reading difficulties	1
Do not know how to study or take notes	1
Lack of proper counseling	1
Too much value placed on sports	1
Federal regulations	1
Lack of information about the Bush	1
Being a minority	1
Shyness	1
Lack of educational background due to correspondence courses	1
Teachers not in tune with student needs	1
Close interaction with other teachers	1
Lack of professional attitudes of teachers	1
Lazy, uncommitted teachers	1
Lack of adequate facilities	1
Cultural bias of materials	1
Scheduling	1
Lack of adequate resource materials	1
Lack of flexibility of district administration	1
Lack of understanding of rural school operation on part of administration	1
Too many to relate	1
None - well experienced	1
No response	1

Forty-six problems were noted with 91 responses. The most prevalent was that of student disinterest which occurred 21 times. Language interference was noted six times.

These 46 problems divided into six main problems areas.

1. Student-Related: Accounted for 12 of the 46 problems and amounted to 26% of them. These difficulties were noted 46 times or 51% of the 91 responses received.
2. Home, Village, Culture-Related: 11 or 24% of the 46 problems were in this category. They were noted 19 times or 21% of total responses made.
3. School (Curriculum)-Related: 11 or 24% of the 46 problems were in this area. They were mentioned 12 times or 13% of responses made.
4. Teacher-Related: Seven or 15% of the six main areas were in this category. They were noted seven times or 8% of the 91 responses made.
5. Administration-Related: Of the 46 problems, four (9%) were administration related and six responses (7%) of the 91 were made in this category.
6. Facilities: One problem (2%) in this area was noted once or 1% of the total responses.

One respondent said there were too many problems to relate and one said that being experienced, there were no problems.

Table 18

Combinations of subjects or skills that were suggested by the respondents for inclusion in the University's teacher training program to prepare a teacher to teach in a small rural high school

Subject Combinations	Number of Responses
Teach to be generalist	11
Student teaching in the Bush	7
Academic and vocational education	6
Reading and language	5
Special Education	4
Cultural study	4
How to set up a basic course in a subject area in which a teacher has little experience	3
Acculturation	3
Subject matter	3
Martial arts	2
Solid background in teaching area	2
Rural teaching orientation classes	2
Remedial English and reading	2
Psychology of the teenager	2
Humanities, general science, math, English	1
Remedial math, reading, English	1
Math, science, P.E.	1
English, social studies	1
English, typing	1
Shop, P.E., social studies	1
Writing, social studies, English	1
Goal counseling	1
Directive/non-directive teaching counseling	1
Skill counseling	1
Hands-on materials	1
Methods courses	1

Table 18 (continued)

Combinations of subjects or skills that were suggested by the respondents for inclusion in the University's teacher training program to prepare a teacher to teach in a small rural high school

Subject Combinations	Number of Responses
Reading in content areas and as part of other subjects	1
How to combine subjects	1
Enrichment programs	1
Decision-making skills	1
Curriculum emphasis	1
Relativity of subjects	1
Professionalism	1
CSC involvement in school program	1
How to prioritize	1
Flexibility	1
Budget time	1
Behavior modification techniques	1
Process-oriented, variety of techniques	1
Role play in different subject areas	1
Gordon's Teacher Effectiveness Training	1
Socio/psychological understanding of transition of Native culture to white	1
Self-identity to prepare teachers to live with themselves	1
Adjustment to village life	1
Jack-of-all-trades - diplomat - aware of customs	1
How to be practical	1
Know available resources, small furnace repair, remote area safety and survival, reading, math (basic), how to use guides and materials and utilization of local talent	1

Table 18 (continued)

Combinations of subjects or skills that were suggested by the respondents for inclusion in the University's teacher training program to prepare a teacher to teach in a small rural high school

Subject Combinations	Number of Responses
Minimum of two years in Spanish, survey courses in government, psychology, typing, U.S. & world history, English grammar and composition, math through second year algebra, P.E. and music methods, science (varied)	1

There were 49 combinations of subjects or skills determined. The number of responses were 90.

Twenty-four (49%) of these combinations involved subject matter and accounted for 57 (63%) of the ninety responses.

Eight (6%) of the combinations involved village cultural exposure and accounted for 12 (13%) of the ninety responses.

Eight (16%) of the combinations involved self-improvement and training in personality traits and accounted for 8 (8%) of the responses.

Nine (18%) of the combinations involved methods and accounted for 12 (13%) of the responses.

Reading and language or reading and English and math and English were the combinations given with greatest frequency and numbered thirteen of the twenty-four combinations involving subject matter.

From the responses received, the main concern was for a solid background in the academic and vocational areas, methods to apply to teaching, exposure to cultural differences and training in needed personality traits.

Table 19

Training and skills in Special Education that were recommended by the respondents for teachers in small rural high schools

Training Needed	Number of Responses
Some training in special education is necessary or beneficial	38
Special education training is unnecessary	7
Special education training is unnecessary since districts have specialists in this area	3
Undecided	1
No response	3

Skills Recommended	Number of Responses
Remediation for basics	10
Reading	7
Methods	5
Language skills	5
Identification of needs	4
Learning disabilities - diagnosis and instruction	4
Identification of special education students	4
Individualization	3
Resources	2
Intepretation of reading problems	1
Development of basic skills	1
Skills in all subjects	1
Introductory special education course	1
Special education survey course	1
Assistance working with special education students	1
Gifted	1

Table 19 (continued)
Training and skills in Special Education that were recommended by the respondents for teachers in small rural high schools

Skills Recommended	Number of Responses
Writing and implementation of individual programs of study	1
Diagnostic skills	1
Record keeping	1
State laws	1

Of the 48 replies, 38 (79%) felt some training in special education was necessary or beneficial. Seven (15%) felt special education training was unnecessary and three (6%) stated it was not needed since the school had a specialist trained in that area.

There were 55 responses to the 20 special education skills recommended. These skills were in the following areas:

Introductory coursework was noted by two respondents and accounted for 4% of the responses.

Remediation and skills in the basics was listed by 25 respondents and accounted for 45% of the responses.

Diagnosis was given by nine respondents and accounted for 16% of the responses.

Individualizing and identification of students were each listed by four respondents and accounted for 7% each of the total responses.

Methods was given by five respondents and accounted for 9%.

Record keeping and state laws were mentioned by two respondents and accounted for 4% of the total.

Resources were another area with two responses, accounting for 4% of the total.

Gifted and assistance working with the student were mentioned once each and were each 2% of the 55 responses.

Skills viewed as most important for those who believed training in special education was needed were in the areas of development and remediation of basic skills.

Table 20

Recommendations that were made to the University preparing secondary teachers to serve in rural areas in academic, education and other areas

Recommendations	Number of Responses
Student teaching or internship	6
Reading - diagnostic and remediation	4
Methods courses	4
Wide variety of courses	3
Have a generalist program	2
Well rounded background	2
Training in vocational/industrial areas	1
Wide range of skills and abilities: ability to apply basics through a vocational approach	1
Strong academic preparation, especially in science, foreign language, math and history	1
Strong background in their field	1
Remedial methods in all areas	1
Awareness and familiarity with special programs	1
Special Education, reading, English as second language	1
Counseling courses	1
Psychology and more diverse minor courses	1
Prepare secondary teachers similar to elementary	1
How to make classwork relevant to the students' situation	1
Alaska culture course mandatory	1
Study of other cultures	1
Teach that there are other aspects of living in a rural area other than teaching	1

Table 20 (continued)

Recommendations that were made to the University preparing secondary teachers to serve in rural areas in academic, education and other areas

Recommendations	Number of Responses
Cultural differences, community outlooks, specific duties, problems of schools in the area and expectations of school and community	1
To have some interest to keep self occupied other than school hours	1
A year in the field then back to college to build on skills or needs identified	1
Make students aware of personality traits vital to success in Bush areas	1
A screening process for a type of person rather than a set of knowledge. (Personality, adaptability, stability, sensitivity, common sense, general smarts.)	1
Self-sufficiency, know where to get help, tactful, mentally and physically flexible, honest, energetic and positive outlook	1
Courses involving adjustment to village life, teaching with limited resources and ingenuity and ability to adjust to village life	1
Prepare them to be professionals with great sense of responsibility for what they are teaching	1
Overall preparation for wide variety of responsibilities, involved in village teaching, public relations, maintenance, administration, etc.	1
Training in use of a wide variety of programmed materials	1
Diagnosis area and determine curriculum at CSC	1

Table 20 (continued)

Recommendations that were made to the University preparing secondary teachers to serve in rural areas in academic, education and other areas

Recommendations	Number of Responses
Concept that it takes much effort to do a good job teaching	1
Teach flexibility and techniques to adapt materials and coursework	1
Study the districts and schools	1
Teacher rights, legal responsibilities, educational law	1
Preparation for wide variety of student ability	1
Preparation for wide modification of materials and criteria for competency	1
Prepare to deal with people as individuals	1
Be prepared in flexibility	1
Teach responsibility for actions	1
How to motivate students to increase skills for vocational choices	1
Make village teaching a specialty	1
An understanding of general philosophy to the effect that Eskimos can and should learn all basic subjects so as to be fully prepared for college or other post-secondary programs	1
One college level course in every academic area	1
How to set realistic goals and effective techniques to teach students who live in villages	1
Creative, tireless and very involved people committed to what they believe in	1

Table 20 (continued)

Recommendations that were made to the University preparing secondary teachers to serve in rural areas in academic, education and other areas

Recommendations	Number of Responses
How to develop self-control and good judgment; handling personal finances and problems	1
Versatility	1
No response	4

There were 63 responses to recommendations. Six (10%) recommended Bush student teaching, 15 (24%) mentioned the type of individual needed, 15 (24%) recommended diverse coursework with a strong background in all subject areas, 14 (22%) recommended remedial and methods coursework, five (8%) noted a need for cultural courses, and eight (12%) noted specific courses.

The most important needs were for a type of individual, diverse coursework and remedial and methods coursework.

Table 21

Features of the respondents' program that they considered most helpful and least helpful in the position they held at the time the questionnaire was completed

Most Helpful Features of Program	Number of Responses
Methods courses	4
General educational courses	2
Liberal arts	1
Elementary background	1
Vocational courses	1
Library training	1
Counseling courses	1
Course description writing	1
Self-psychology	1
General philosophy of education	1
Individualized courses	1
Art skills and techniques	1
Cultures of the Northwest	1
Acculturation research	1
Alaska native courses	1
Motivation techniques	1
Programming for those with special needs	1
Available resource materials	1
Progress-oriented programs	1
Approaches and techniques to apply to more than one subject	1
Talented teaching staff	1
Reading methods	1
Variety of background in subject matter	1

Table 21 (continued)

Features of the respondents' program that they considered most helpful and least helpful in the position they held at the time the questionnaire was completed

Least Helpful Features of Program	Number of Responses
Education classes	2
Psychology courses	2
History courses	1
Philosophy	1
Biology	1
Education methods courses	1
Academic courses	1
No response	10
Misunderstood the question	17

There were 28 replies to the question pertaining to the features of the respondents' program that were the most and the least helpful in the teaching position that was held at the time of completion of the questionnaire. Seven (25%) of the respondents considered methods courses as having been the most helpful. Seven (25%) viewed general education courses and three (11%) stated that native culture courses were the most helpful. There was a variety in the remaining answers (39%). Five respondents considered education and psychology classes as having been the least helpful to them while four teachers stated that academic classes were least helpful.

This question was misunderstood by 17 respondents who interpreted it to mean the most helpful features of the high school program in which they had been teaching instead of the university program they had completed. Ten respondents who did not answer the question may have misunderstood it also.

Table 22
Universities in which respondents received their teacher training

University	Number of Responses
University of Alaska	4
Ottawa University, Kansas	2
Oregon College	2
Kansas State University	2
Wisconsin University	2
University of California (Berkeley)	2
Northern Michigan University	2
Oregon University	2
University of Washington	2
Bemidji, Minnesota	2
North State, Aberdeen, South Dakota	1
Northern Colorado (Greeley)	1
University of Texas	1
Seattle University	1
Kent State, Ohio	1
University of California	1
Bakersfield College	1
Fresno State	1
Rio Grande College, Ohio	1
University of Missouri	1
Eastern Montana (Billings)	1
Montclair State College, New Jersey	1
North Arizona	1
San Jose', California	1
Central Washington State College	1
N.T.S.U.	1
Eastern Michigan University	1
Central Michigan University	1
Michigan State	1

Table 22 (continued)
Universities in which respondents received their teacher training

University	Number of Responses
Alaska Methodist University	1
California State University	1
Eastern Oregon State College	1
Oregon University	1
Ohio State University	1
State University of New York (Brockport)	1
University of Americas	1
Angelo State, Texas	1
Culver Stockton College, Maine	1
Sacred Heart, Detroit	1
University of Northern Iowa	1
University of Richmond, Virginia	1
W.N.U., New Mexico	1
University of Ohio	1
Duke University, North Carolina	1
University of Massachusetts	1
W.S.U.	1
University of Minnesota (Duluth)	1
Florida State University	1
Radford, Virginia	1
Columbia	1
N.A.U., Flagstaff	1
No response	7

Forty-six principals and teachers answered this question. Thirteen (28%) of these 46 respondents had been trained in two or more colleges.

Teachers received their training in colleges of 24 states, representing all regions of the United States. The states from which the greatest number of the respondents were trained were California (six), Michigan (six), Oregon (six), Alaska (five), Ohio (four), Kansas (four), Washington (four), and Minnesota (three).

Table 23

Respondents major and minor course of study at the university from which they received their teacher training

Teacher #	Major	Minor
1	Biology, Education	P.E., English
2	Social Studies, Special Education	
3	Science	Math
4	Biology	Sociology
5	Biology	English
6	General	
7	Education	
8	Science	Social Studies
9	Language Arts/Social Studies	Education/ Communication
10	Literature	Psychology
11	Library Science	Am. Studies
12	Physical Science/Psychology	Philosophy
13	Elementary Education	
14	Ind. Education	Wood
15	Art	Education
16	Education	Wood, Geography
17		Political Science
18	Education	Counseling
19	Psychology/Counseling	
20	Geography	Social Studies
21	Anthropology	Education
22	Bi-Lingual	Sociology
23	Bicultural	
24	Indian Ed.	Science
25	Biology	
26	History	
27	Biology	Health Ed.

Table 23 (continued)
Respondents major and minor course of study at the university from which they received their teacher training

Teacher #	Major	Minor
28	Math	Science
29	English	Art
30	History, Journalism	Geography, Middle East St.
32	English/Speech	
33	Art	Industrial Arts
34	Supervision/Elementary Ed.	
35	Education	Curriculum Specialist
36	P.E.	Biology
37	English	
38	Speech and Drama	English
39	Education	History
40	Education	Math
41-52	No response	

Twelve (30%) of the 40 respondents who listed their major and minor courses of study cited Education as their major. Three (7%) of the respondents listed Education as their minor. The remaining 25 (63%) respondents majored in one or two specific areas with Biology, Science, Social Studies and English cited with the greatest frequency.

Table 24

Teachers opinions of their university program in preparation for teaching in a small high school

Preparation	Number of Responses
Excellent	1
Very well	8
Well	6
Good	7
Fair	6
Poor	9
Not at all	7
Prepared self	2
Experience prepared, not college	1

From the 47 replies, 47% of the respondents felt their college preparation to teach in a small high school was good to excellent while 47% felt their preparation was fair to inadequate. 4% felt they prepared themselves and 2% felt that experience prepared them and not the college.

Table 25

How respondents rated their college in preparing them to teach in a small high school (by states)

State	Excellent	Well	Good	Fair	Not Well
Kansas		1		1	1
Oregon		2	1		1
Washington		2			1
Ohio		1		1	
California		2	2	1	2
Alaska		3			1
Minnesota		1	1	1	
Wisconsin				1	1
Michigan		1	1	1	
Virginia				1	1
Texas					2
N. Mexico			1		
Florida	1				
Missouri				1	
Maine					1
New Jersey					1
Colorado		1			
South Dakota			1		
Iowa					1
N. Carolina					1
Massachusetts					1
Arizona		1			

The states from whose colleges the majority of respondents felt well prepared were Oregon, Washington, Ohio, California, Alaska, Florida, Colorado, Minnesota, Michigan and Arizona. The Eastern seaboard states were not rated highly for preparation in rural teaching with the exception of Florida. There was not enough sampling from each state to come to any definite conclusions.

Table 26

How respondents rated their teacher training program (by degree held)

Preparation	Master's Degree	Bachelor's Degree
Good to Excellent Preparation	12	5
Fair to Inadequate Preparation	7	12
Prepared Self		2

There were 47 replies as to the effectiveness of the respondents' teacher training program in preparation for teaching in rural high schools. Thirty-eight of these respondents stated the degree they held.

Nineteen of these 38 teachers had master's degrees and 19 had bachelor's degrees. 63% of those with master's degrees felt they had good to excellent preparation and 37% felt their preparation was fair to inadequate. In comparison, of 19 respondents with bachelor's degrees, 26% felt their preparation had been good to excellent, 63% felt they had fair to inadequate preparation and 11% felt they had prepared themselves.

Table 27

Services that the respondents felt could be improved by the University of Alaska at the time the questionnaire was completed

Improvement of Services	Number of Responses
Correspondence courses to keep up certification	10
Resources - materials, references, supplements	6
Summer courses for Bush teaching, cultural areas, Alaska History, administration classes or special programs	3
Graduate courses in summer in needed areas (vocational education, home economics, business education)	3
Increase correspondence - monthly newsletter of ideas from teachers around the state - techniques used in small schools (motivational and culturally adaptive)	3
Extension courses on site to teachers by more than one person	3
University staff participate on site in rural areas before teaching teachers	3
In-service training in coordination with teacher center	2
In-service at the University two or three times during the year with credits given, followed by correspondence	2
Course compiled from experience of rural teachers	2
Evening courses during school year on site	2
Curriculum for rural schools with materials	2
Look into programs of other U.S. rural areas	1
Techniques for rural education	1
Resource guide to Alaskan materials	1

Table 27 (continued)

Services that the respondents felt could be improved by the University of Alaska at the time the questionnaire was completed

Improvement of Service:	Number of Responses
Itinerant curriculum consultants to initiate and develop a meaningful program	1
Offer a special teaching credential for rural schools with the corresponding appropriate curriculum	1
Independent study to research ideas, concepts	1
Exchange programs	1
Guidance services for Bush students	1
Bush schools on university related projects - mailing list	1
Meet with high school teachers from around state to share ideas, problems	1
University staff go to village to train new teachers on the job	1
Update people who are teaching teachers or are responsible for teacher programs	1
Emphasize cultural biases and differences and keep from making idealists of teachers going to Bush	1
In-service for new teachers	1
In-service applied toward re-certification	1
Resource people for on site in-service	1
Coordination of resource materials with teacher center	1
Orientation programs in summer for potential rural teachers	1

Table 27 (continued)
Services that the respondents felt could be improved by the University of Alaska at the time the questionnaire was completed

Improvement of Services	Number of Responses
University credits toward re-certification for curriculum writing and functions performed on site that would be given credit if done in a university setting	1
Workshops during year providing ideas and methods	1
Workshops on approaches to use in alternate delivery systems in teaching in small high schools	1
Summer staff interested in teaching teachers to teach rather than present them with give-away programs	1
Use experienced Bush teachers in summer programs, on the staff	1
Coursework toward a generalist certification	1
Instill professionalism in the students and that their job is to teach and educate, not save	1
Have education students observe and teach in rural school for a month early in course requirements	1
No response	9

There were 67 responses to question 14. The recommendations made were in 11 categories. Respondents felt that the University of Alaska could improve its services to teachers by providing:

(1) Coursework (summer, on site, extension, student teaching.) This was recommended 22 times (33%).

(2) Correspondence courses were named 10 times (15%) so that availability of coursework accounted for 48% of the total recommendations.

(3) Resources were named eight times (12%).

(4) In-service was named seven times (10%).

(5) Newsletters, curriculum, and university staff on site was recommended five times each (7% each).

(6) Workshops were listed twice (3%).

(7) Orientation, exchange programs, and guidance services to students were listed once each (1% each).

Other Comments

1. The lack of motivation in the children is that "no one serves as a model for them among the older people due to excessive drinking. Because they are handed what they need without being involved in their own destiny, there is no motivation for them to succeed or aspire to greater things."

2. "I have to comment on the validity of a high school beyond the tenth grade in the villages. A strong motivator in the educational system is seeing role models that the kids can aspire to. All we have here are disoriented young adults and older people who find the only way to deal with problems is to drink. Not one bit of motivation is given to a person who is used to getting a free handout. I suggest we involve the people in their own destiny and stop the free ride."

3. "People want local schools because they want their children at home to help and so they won't change. This conflicts with the desires of the students and results in disinterest."

4. "Teachers should not try to change village lifestyle."

5. "Teacher trainers should teach a year in the village for better understanding of conditions before attempting to prepare teachers."

6. "The university does not appear interested enough to help work out a program for a master's degree."

7. "I really don't think a university can prepare a teacher to teach in a rural high school! The teachers can be prepared in subject areas (basic 5) but not for the school."

8. "Every rural situation is completely different from the others. I don't feel you can ever come up with a good stereotype of "The Rural Teacher". I would hope that you are not trying to come up with a curriculum especially for rural teachers. I feel that education has already reached a point of being too specific. I guess that is what I feel a rural teacher should not be (specific)."

9. "A general education is the most important preparation."

10. "Most of it (teaching) is common sense."

11. "Offer a course from the compiled experiences of different teachers."

12. "We really need coursework that can be done in the villages to keep up our certification. It really infuriates me that we do all our own curriculum writing, etc., but because we don't have a university here to give us credit, we're not considered eligible for re-certification."

13. "There is no good substitute for first hand experience in a village. Try to emphasize field experiences early in teacher training."

14. "Suggest all new Bush teachers without previous teaching experience be assigned to schools having at least one experienced Bush teacher."

15. "The students do not need saving but educating."

16. "Instill in the students (teacher trainees) that they are professional educators."

17. "Offer useful techniques for rural education."

18. "Biggest problem likely has to do with the teacher's difficulty to be happy in adjusting to village life."

19. "Emphasize to all teachers on cultural biases, differences and keep from making idealists out of teachers headed for the bush."

20. "Impossible to prepare (a teacher to teach in a small rural high school) unless student teaching is done out here."

21. "A rural Alaskan teacher needs to be a generalist."

22. "There are not enough graduate courses offered in the summer."

Chapter V

Discussion and Conclusions

Principal and teacher responses were tabulated together due to the similarity of replies to the questions.

Questionnaires were sent to the rural schools in May, prior to the close of the school year. The timing of this survey may have influenced the number of questionnaires not returned.

Many of the questions were factual. Teachers involved were not identified by name or school so that subjective answers to the remaining questions were considered to be honest evaluations made by the respondents. Questions relating to the same information desired were approached in different form for reliability in the answers.

The age of the teacher or the number of years of experience teaching did not correlate with the difficulties experienced except in the area of behavior problems and administrative concerns. Problems in these two areas arose more frequently in the first three years of teaching than in later years. Experience may have had an effect on success in the management of behavior. Growth in self-sufficiency and solving of problems that arose without administrative help could have been a reason for lack of problems in this area among the more experienced teachers.

Educators who considered themselves well prepared for teaching in rural schools had the skills that those who felt less well

prepared were lacking. Evidently these skills are important to successful rural teaching. Those teachers who felt well prepared majored in Special Education or Elementary Education and had credits beyond a bachelor's degree suggesting that further education adds a great deal of competency in teaching.

Alaska teachers, for the most part, felt that they were well prepared by the University of Alaska to teach in small rural high schools. This suggests that out-of-state teachers, unfamiliar with Alaska would benefit from in-service and student teaching in rural areas in Alaska to develop competency before accepting positions in rural Alaskan schools. Although there was not enough sampling from any one state to draw any infallible conclusions regarding the efficiency of teacher preparation in that state for rural teaching, it was interesting to note that there was a consistency in replies from the Eastern seaboard states as to lack of adequate preparation for teaching in rural Alaska schools.

The need mentioned by educators most frequently in the survey was that of a university training program leading to a generalist certificate. The diversity of subject matter that educators in small rural high schools are expected to teach mandates coursework in many subject areas.

The respondents also considered cultural courses of great importance in educating future teachers to the cultural differences. This would provide greater understanding and acceptance by the teacher of a culture different from his own.

Student teaching in rural areas would give the prospective teacher a good opportunity to discover whether or not he is adaptable to a different culture and to decide if teaching there would be favorable before accepting a contract. This may lessen the high turnover rate of disillusioned teachers. Those unable to student teach in the Bush should at least be educated to conditions through orientation classes which would include attitudes of the native population, problems of the school and district and the inconveniences or hardships that may arise in their position. Having experienced rural teachers presenting this information would help greatly in preparing teachers for their position.

If college professors could teach for a week or two in these areas they may gain a better insight into the difficulties faced by the teacher. There are many subtle happenings in village life and among teachers who live in close proximity to each other for nine months of the year. The atmosphere of Bush living needs to be experienced before it can really be understood by those who are training teachers.

A certain type of person is needed for rural teaching. One who is self-sufficient, flexible and does not feel the need to change the people or their value system. There are many qualities this person should have to be sensitive to the subtleness and nuances in expression and body language of the village population. To be an effective teacher of village students, warm personal interrelationships should

be developed and active demandingness in the classroom. It would be a near impossibility for anyone to teach personality change, but perhaps more could be done in the screening of those who would or would not be suitable types for teaching native people.

Each village is unique with its own problems or perhaps with the same problems to be solved in different ways. While disinterest, lack of motivation and behavior difficulties abound in schools everywhere, it seems prevalent in the Bush. This could be a rebellion against accepting changes that are occurring at an ever increasing rate. The students do not perceive what they are being taught as having relevancy to their lives in the village, let alone another culture. A teacher who is really prepared in general subject areas, knowledgeable of native culture, has a variety of methods from which to teach relevant material, utilizes resources from within the community and environment, and knows behavior techniques that will work with native children along with the personal warmth needed, will help solve some of the behavior problems and disinterest displayed. There were two schools in the survey which stated they had no disinterest problems. Teachers in these schools were certified to teach in both elementary and secondary positions and were rotated between high school and elementary school to teach in areas which they were best qualified.

Special education courses are advisable. The greatest needs felt were in the areas of identification of special students, learning disabilities, methods, remediation and individualization.

Although many teachers were working in their field of study, they were expected to teach in other areas also, unrelated to their field. For this reason, a greater variety of coursework should be available at the University and required in both elementary and secondary education toward a generalist certificate. A high school teacher often finds it difficult to gear down to slower pupils. The need for methods courses and teaching in a variety of ways for those who learn differently is apparent. Techniques for adapting materials to the situation and resources to utilize in finding materials are necessary.

Those already teaching in the Bush want more coursework but are unable to take advantage of University programs during the school year. Summer programs should be expanded to include a greater variety of subjects. Correspondence courses during the school year would help keep up certification requirements, and studies for credit in those areas in which teachers feel lacking in expertise. Some type of program for correspondence would be most beneficial if one could be innovative enough to devise a program that does not swamp University professors with paperwork. Another alternative would be a good itinerant program in rural areas.

Transition from one culture to another is not a simple process for those involved. It cannot be accomplished overnight. An understanding and patient teacher is needed, who will teach and not try to change their life, or disparage their culture, but present the best of both cultures and teach in ways that have meaning. The young

people are caught between two cultures - feeling the pull of both. As one young Eskimo girl torn between tradition and a changing culture said, "I sit in class and hear the teacher talk and I know he is doing his best to teach me, but I hear the words and do not understand....it is like I am being born all over again."

The combined rural experience of the teachers and principals in this survey was two hundred sixty-one years as compared to seventy-six years of urban experience. The total years experience in teaching was three hundred eighty-eight years. Two respondents gave their number of years experience but did not separate it into rural or urban experience so this was not included in the totals of rural or urban. However, it was included in total teaching years. Of the fifty-two replies, seven respondents had more urban experience than rural experience.

The greatest number of respondents were in the twenty to thirty age group with all but one having taught six years or less.

The average number of students in the rural high school was twenty-one. Eighty-five percent of the teachers were teaching three or more subjects. In twenty-one schools there were no specific combinations of subjects a teacher might be expected to instruct. Any or all combinations of subjects occurred due to limited staff of a one or two teacher school. Subjects were taught by choice or dependent on the skills and talents of the individual teacher. The most frequently cited combinations were: Math/Science, English/Social Studies, English/History, Vocational/Business, Vocational/Physical

Education, Science/Social Studies, Reading/English, English/Language, English/Math. These combinations may have had other subjects attached.

Teachers who felt well prepared for rural teaching credited their college program as being most helpful in teaching a wide variety of courses, Alaska culture courses, academic, philosophy of education, resource materials, methods classes and techniques to apply to other subjects, elementary and secondary certification programs, motivation techniques, counseling courses, and supplying experience and flexibility of program.

Teachers who felt they were not well prepared by the university for rural teaching recommended instruction in student teaching in rural areas, a wide variety of courses, skills and abilities, a generalist program, Alaska culture courses, reading remediation, a four year liberal arts program and a Master of Education degree, training in a wide variety of programmed materials, teaching methods and techniques for adapting materials, and elementary and secondary training.

The least helpful features of the respondents' college program were cited as courses in education and psychology.

The majority of educators stated that special education courses would be helpful to them particularly in the areas of identification of special education students, identification of needs, reading methods, language skills, learning disabilities and remediation. With more special education pupils mainstreamed into the regular classroom, coursework in this field for the teacher would be most beneficial.

In preparing secondary teachers for rural schools, the following recommendations were made with the greatest frequency: methods, cultural study, orientation to rural teaching, a generalist program, a wide background in subject matter, academic and vocational educational background, special education courses and student teaching in rural areas.

Recommendations made by the respondents of ways in which the University could aid current teachers are by providing correspondence courses, resources (materials and people), in-service and workshops, summer programs, newsletters, extension courses on site, a generalist program and University staff to help in the village schools.

The three recommendations made across all age groups and years of experience were that secondary teachers should be trained like elementary teachers, a general education and screening for a certain type of person should be requirements for Bush teaching.

If students knew in advance of their training that they wanted to teach in the rural areas, the University could prepare a program for them that would include a variety of coursework in the elementary and secondary field that would include cultural study, methods, projects, activities and adapting materials since the village students are not lecture oriented. Many students do not intend to teach in rural areas and this type of program may not be beneficial for them. However, Bush teaching may be the only alternative open to them and they find they are not prepared.

It appears that rural Alaskan teachers in small high schools are well-informed, knowledgeable as to the problems and needs of their students and school and are well qualified. They would like to pursue their education in a wide selection of coursework to gain more confidence in their ability to teach the variety of subjects to which they will be assigned. The University of Alaska could make more coursework available in the summer or during the school year by offering correspondence courses, individual study, in-service, etc.

This study has shown that the majority of teachers hired for rural Alaska are from out-of-state. These teachers should be given a mandatory pre-service or orientation program to acquaint them with the area in which they will teach, cultural factors, expectations of the villagers for the education of their children, living in a small community, and utilizing Alaska topics in their teaching.

Teachers from outside Alaska with no experience in rural teaching or with native cultures have also been successful in adapting to a different way of life, having insight into the problems and acting accordingly. Age and years of experience appear to have no bearing on the ability to adapt to Bush teaching and living. This strengthens the position of those who feel that a certain type of personality is needed rather than age, experience, training or location from which the teacher comes. A resourceful teacher will have no difficulty adapting materials for use. There have been many teachers with rural experience, well qualified in subject matter who do not succeed in the Bush because they do not have the needed personal qualities.

Qualities that are needed according to the respondents are a professional attitude, the ability to communicate with the villagers and other teachers, honesty and diplomacy, self-control, good judgment, competency and self-confidence so other viewpoints can be accepted without feeling threatened. The ability to go into a new situation without pre-conceived ideas, open to suggestions, flexible, self-sufficient and able to occupy ones time without needing the company of others continually are desirable qualities. The Bush teacher does not feel uneasy by being in the minority or in isolated areas, has a stable personality, is tactful, ethical, dependable, versatile, responsible, calm and has common sense. He teaches by setting an example, not by preaching or forcing his values on others or feeling self-important. He needs to be a good listener, sensitive to non-verbal communication as an important mode of communication. Finally, he must be willing to give of his time, his energy and himself to the community in which he teaches, knowing that in isolated areas everyone is dependent on one another. The University should carefully screen applicants for these qualities.

The University of Alaska has many courses available in many disciplines. If a student has a wide background in education, is intelligent, resourceful, dedicated and flexible, he should not find it difficult to teach in areas other than those in which he was prepared. A curriculum could be devised, with the cooperation and expertise of district administrators, teachers and the community through the local schools boards, that would meet the needs of

students and expectations of parents for the education of their children in each village through utilizing resources from the community and the environment to make what is learned more relevant to the student.

There is no reason why a teacher's education has to be in a college class only. Books and articles can be read, methods and successful experience can be shared among teachers and as one teacher stated, "One must have the ability to learn along with the student, many times."

APPENDIX A

Questionnaire

Small Rural High Schools

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Questionnaire
Small Rural High Schools

Number of students in your high school:____Grade(s) teaching at present time:____

Subject(s) teaching at present:____Approximate student body composition:

Eskimo____% Indian____%
Aleut ____% White ____%
Black ____% Other ____%

Personal information (optional)
Years experience:____
Rural____ Urban____
Age: 20-30, 30-40, 40-50, 50+ Degree: BA__, MA__, Other__

1. What academic subjects are presently being taught in your high school?

2. Which vocational courses are offered in your high school?

3. Which business courses are offered in your high school?

4. What enrichment courses are offered in your high school?

5. What are some of the most likely combinations of subjects a teacher might be expected to teach in your high school? (e.g. English, Math, Reading or Science, Social Studies, et.al.)

(2)

6. How are teachers assigned to subject areas in your school?

7. What are the two or three most serious problems you have encountered in your high school for which you felt unprepared? (cultural, behavioral, language, student disinterest, etc.)

8. What combination of subjects or skills would you include in the University's teacher training program to prepare a teacher to teach in a small rural high school?

9. Should teachers of small rural high schools have training in Special Education? If so, what kind of skills would you recommend?

10. More specifically, what recommendations would you make to a university preparing secondary teachers to serve in rural areas such as yours in academic, education or other areas?

11. What were the features of your program that you have found most helpful in your present position? Least helpful?

12. (optional) From what university did you receive your teacher training?_____Major_____Minor_____

(3)

13. How well did the university program you completed prepare you to teach in a small high school?

14. How could the University of Alaska improve its service to you or teachers like you? i.e., summer courses, in-service, resource, correspondence, etc.

APPENDIX B

Names of School Districts to Which Questionnaires Were Sent

Names of Schools to Which Questionnaires Were Sent

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Questionnaires were sent to the following School Districts:

Alaska Central Railbelt School District

Alaska Gateway School District

Aleutian Region School District

Bering Straits School District

Chatham School District

Chugach School District

Iditarod Area School District

Kenai Peninsula Borough School District

Ketchikan Gateway Borough School District

Kuspuk School District

Kodiak Island Borough School District

Lake and Peninsula School District

Lower Kuskokwim School District

Lower Yukon School District

Matanuska-Susitna Borough School District

North Slope Borough School District

Northwest Arctic School District

Pelican City School District

Southeast Island School District

Southwest Region School District

Yukon Flats School District

Yukon-Koyukuk School District

Questionnaires were sent to the following schools:

Akhiok School

Akutan School

Alakanuk High School

Allakaket School

Ambler Secondary School

Anaktuvuk Pass School

Aniak School

Anvik School

Arctic Village School

Atka School

Atmautluak School

Atgasuk School

Bettles Field School

Birch Creek School

Buckland High School

Cantwell School

Chefornak School

Chignik Bay School

Chignik Lagoon School

Chignik Lake School

Chuathbaluk School

Circle School

Coffman Cove-Howard Valentine School

Cold Bay School

Crooked Creek School

Deering-Ipnatchiak Elementary/Secondary School

Dot Lake School

Eagle Village School

Eek High School

E.L. Bartlett High School

El Capitan School

English Bay High School

Flat Creek-LaBouchere Bay School

Freshwater Bay School

Gambell High School

Glacier View Elementary School

Grayling High School

Holy Cross School

Kaktovik-Harold Kaveolook Schools

Kaltag School

Kasigluk High School

Kipnuk High School

Kongiganak School

Koyukuk School

Kwigillingok High School

Levelock School

Lime Village School

Lower Kalskag School

McGrath High School

McQueen High School

Myers Chuck School

Nelson Lagoon School

Newhalen School

Nikolai School

Noatak Secondary School

Nondalton School

Nunapitchuk High School

Old Harbor Elementary School

Ouzinkie Elementary School

Pelican School

Point Lay School

Port Graham School

Port Heiden School

Port Lions Elementary School

Rampart School

Red Devil School

Reville High School

Ruby School

Russian Mission Elementary and High School

Savoonga High School

Shageluk High School

Shungnak Secondary School

Skwentna Elementary School

Sleetmute School

St. Johns Harbor School

Takotna School

Telida School

Teller School

Thorne Bay High School

Tuluksak High School

Tununak High School

Venetie High School

Whale Pass School

White Mountain School

Whittier School

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